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## **USING INNOVATIVE TECHNIQUES IN MUSIC EDUCATION OF CHILDREN OF UPPER PRESCHOOL AGE**

There are many pedagogical techniques in preschool education that have appeared recently, but not all of them are completely new. Innovative techniques include not only modern technologies, but also stereotypical elements of education that have proven their effectiveness during teaching. A skillful combination and application of traditional and innovative techniques in music education will help to achieve the desired result. [1].

Although many researchers have studied this issue, its practical use in preschool education requires detailed consideration. In this article, we aim to find out which innovative techniques used in musical education of upper preschoolers are not only interesting, but also most necessary and effective.

The components of music education of children of preschool age are classes, entertainment activities, and holiday events. Preschool music lessons include various musical activities, such as listening to music, singing, musical-rhythmic movements, and playing musical instruments. Singing, though, takes most of the time in music lessons. For learning to sing to be effective and interesting, teachers must use different methods, techniques and technologies in their work.

We can classify all innovative techniques into the following groups: health-preserving techniques; project activity; developing techniques; correction techniques; information techniques; and cognitive research activity. Among them, health-preserving techniques are most often used in work with preschoolers. Specifically, they presuppose breathing exercises while singing.

The child's voice is very delicate and fragile, especially in upper preschoolers. When singing with children in the kindergarten, music teachers should keep in mind that the range for preschoolers is small. With the right singing posture, children of upper preschool age can sing in tune, freely, loudly within about six tones. When we talk about health-preserving techniques, we must remember that singing and resting should be alternated in work with a child's voice [2]. Overloading the child's vocal apparatus can lead to damage, illness and even loss of voice. The following exercises prove to be effective: "Hamster", "Window", "Rhino", "Frog" and some others.

Many doctors claim that music and singing affect human health. In modern medicine, singing is used to treat stuttering and help fight overweight. As singing helps to cope with nervous tension and provides vitality and energy, experts equate it to exercise and strongly recommend giving it at least 5 minutes daily. But music teachers have to be very careful when working with preschool children, taking into account the physiological abilities of preschool children while selecting the repertoire in order not to harm children's vocal cords. We should also take into

account the key in which the song is recommended for study in the curriculum. For example, the same song written in different tones may be acceptable or not.

In conclusion, it should be noted that a music teacher must develop a preschooler's creative personality using a variety of innovative techniques, yet at the same time it is necessary to monitor the protection of the vocal apparatus.

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